



**Department of Education
CAEP Annual Reporting Measures
Educational Leadership
Program
2020**

The Educator Preparation Program (EPP) at The University of Tampa strives to maintain the highest of standards as it prepares its completers to go into leadership roles in the School District of Hillsborough County, across the state of Florida, and this country to positively impact lives of young people. The EPP supports the state accreditation standards as defined by the Florida Department of Education, and the national accreditation standards as defined by the Council for the Accreditation of Educational Preparation, CAEP.

CAEP (Council for the Accreditation of Educator Preparation) has eight annual reporting measures that are used to provide information to the public on both *program impact* (Measures 3-4 for Advanced Programs) and *program outcomes* (Measures 5-8). The eight measures (six of which apply to the Educational Leadership Program) are:

Measure 1: Impact that completers' teaching has on P-12 learning and development (NA for EDL)

Measure 2: Indicators of teaching effectiveness (NA for EDL)

Measure 3: Results of employer surveys, and including retention and employment milestones

- Principal survey — a survey of principals' perception of recent UT graduates' preparation in the region served by the university.

Measure 4: Results of completer surveys

- Graduate survey — a survey of educational leaders one year after graduation from a UT teacher preparation program.

Measure 5: Graduation rates from preparation programs

- Completer graduation rates — including rates for successful completion of candidates, by program area.

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements

- State licensure exam results — including passage rates and mean scores by year and program area.

Measure 7: Ability of completers to be hired in education positions for which they are prepared

- Survey of employment — employment rates and average salaries of UT graduates

Measure 8: Student loan default rates and other consumer information

- UT cohort default rate — University-wide rate of default on student loans for the years 2016 - 2020, based on data provided by the Office of Federal Student Aid

- Tuition cost estimator — tuition costs per year of enrollment. Provided by the UT Office of Financial Aid and Scholarships.

The Department of Education at the University of Tampa recognizes the importance of providing reliable and accurate information on its Educator Preparation Programs (EPP) to the public. This information serves as the EPP's demonstration of accountability to stakeholders and provision of transparent information to potential candidates.

#1 Impact of P-12 Learning and Development

NA for EDL

#2 Indicators of Teaching Effectiveness

NA for EDL

#3 Satisfaction of Employers and Employment Milestones

The Employer Satisfaction Survey for M.Ed. (EDL) completers is based on the Florida Principal Leadership Standards (FPLS) which are aligned to the NELPs and requires respondents to rate the EPP's candidates along a four point Likert scale with descriptors moving from: "Ineffective", "Not Very Effective", "Effective", "Very Effective". Principals are asked to rate their satisfaction with the EPP's completers a minimum of one year after the completer has graduated from the program.

The survey results provide insight into the UT Educator Preparation programs and the ways in which employers of graduates in their first and second year of employment feel the program has equipped the graduates for the profession. Results of the survey increased knowledge of employer satisfaction with UT graduates, particularly the graduates' performance aligned to state and national standards of excellence in the field of Educational Leadership. Through using these results, the UT EPP can continue to excel in areas in which graduates are thriving and work to improve the areas that employers view as less successful.

Data results are included below.

**The University of Tampa
College of Social Sciences, Mathematics, and Education
Department of Education
Employer Satisfaction Survey
Educational Leadership M. Ed. 2019 - 2020**

Response rate: 3 responses in total

Please indicate which year of leadership is being evaluated. End of Year 2: 33.3%; End of Year 1: 66.7%

Is the teacher eligible for re-hire? 100% Yes

Part One

On the table below, please indicate your perception of this teacher's overall preparedness for teaching by marking a check in the appropriate cell using the following rating key:

- 1 – Unacceptable – demonstrates little to no mastery.
- 2 – Progressing – demonstrates some level of mastery.
- 3 – Accomplished – demonstrates satisfactory mastery.
- 4 – Exemplary – demonstrates outstanding mastery.

Comments – Your comments are welcomed and serve to guide the University of Tampa's Educational Leadership Master's Program in continuous improvement efforts.

Leadership Behaviors	Unacceptable 1	Progressing 2	Accomplished 3	Exemplary 4
1. Instructional Leadership: promotes a positive learning culture, provides an effective instructional program, and applies best practices to student learning, especially in the area of reading and other foundational skills.			33.3	66.7
2. Managing the Learning Environment: manages the organization, operations, facilities and resources in			66.7	33.6

ways that maximize the use of resources in an instructional organization and promotes a safe, efficient, legal, and effective learning environment.				
3. Learning, Accountability, and Assessment: monitors the success of all students in the learning environment, aligns the curriculum, instruction, and assessment processes to promote effective student performance, and uses a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.		33.3	66.7	
4. Decision Making Strategies: plans effectively, uses critical thinking and problem solving techniques, and collects and analyzes data for continuous school improvement.		33.6	66.7	
5. Technology: plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.			66.7	33.3
6. Ethical Leadership: acts with integrity, fairness, and honesty in an ethical manner.			66.7	33.3
7. Vision: has a personal vision for the school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.			66.7	33.3
8. Community and Stakeholder Partnerships: collaborates with families, business, and community members, responds to diverse community interests and needs, works effectively within the larger organization and mobilize community resources.			66.7	33.3
9. Diversity: understands, responds to, and influences the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community. *			33.3	66.7
Comments:	<ul style="list-style-type: none"> • Although not in a leader role yet at [REDACTED], [REDACTED] has shown the ability to lead amongst his team and in his classroom. • [REDACTED] is an outstanding leader within the school and the community. • [REDACTED] has worked at [REDACTED] for 1 year in the capacity of Reading Coach, which is a leadership position at the school. Although it is not an administrative position, I was still able to complete this survey based on the work performance observed this year. 			

#4 Satisfaction of Completers

The EPP annually conducts two separate studies of completer satisfaction. The first survey, The Program Exit Survey, is completed by completers at graduation and asks them to reflect on their feelings of preparedness to enter a leadership role in an educational setting. The second survey, the Completer Satisfaction Survey is disseminated to program completers who have been in leadership roles one, two, or three years post-graduation in April/May of each academic year. The results from both surveys from the 2019-2020 academic year are included below.

The EPP acknowledges that each cohort will respond differently to each of the question items in the respective surveys based on the cohort's experiences. The Graduate Committees within the EPP through the semesterly Classroom Climate Evaluations, as well as instructor input respond in a timely fashion to each cohort's instructional needs by analyzing the survey data and using it to inform continuous improvement goals.

**Program Exit Survey
Graduate
Educational Leadership Program Exit Survey
2019-2020**

Category One: Personal Information N=7

Category Two: Departmental Publications & Advising

Directions: Please indicate your judgment of the effectiveness of the following program components by marking a check in the appropriate cell.

Department Publications & Advising	Ineffective	Not Very Effective	Effective	Very Effective
Were departmental publications, such as the <u>Department of Education Educational leadership Candidate Handbook</u> and the <u>Educational Leadership M.Ed. Quick Help Guide</u> readily available and understandable?			50%	50%
Were Department of Education faculty generally available and helpful?			28%	72%
How do you rank the quality of advising you received from your Department of Education faculty advisor?			28%	72%

Category Three: Educational Leadership Program

Next we would like to ask you questions about your Educational Leadership program.

Directions: Please rate your professional preparation in each of the following areas by marking a check in the cell using the following key:

1 – Ineffective, 2 – Not Very Effective, 3 – Effective, 4 – Very Effective

Please rate your professional preparation in the area of the Florida Principal leadership Standards (FPLS)	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
(a) Domain 1: Student Achievement				
Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.				100%
The program trained me to understand:				
• that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula as evidenced by the student performance and growth on statewide/district assessments.				

<p>Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>The program trained me to understand:</p> <ul style="list-style-type: none"> • that faculty and staff need to work as a system focused on student learning; • how a positive, supportive school climate is attained and maintained; • how to ensure high expectations for learning growth by all students is promoted; • how to engage faculty and staff are in efforts to close learning performance gaps among student subgroups within the school. 			100%	
(b) Domain 2: Instructional Leadership				
<p>Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>The program trained me to understand:</p> <ul style="list-style-type: none"> • how to ensure the FEAPs/district curricula are implemented in a rigorous and culturally relevant manner; • where data based on appropriate assessments are discussed, analyzed, and used for instructional planning and improvement. 			100%	
<p>Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</p> <p>The program trained me to understand:</p> <ul style="list-style-type: none"> • how to generate a focus on student and professional learning that is linked to the system-wide strategic objectives and the school improvement plan; • how to employ faculty with the instructional proficiencies needed for the school population; • how to evaluate, monitor, and identify faculty instructional proficiency needs; • how to implement appropriate professional development.. 		14%	86%	
<p>Please rate your professional preparation in the area of the Florida Principal leadership Standards (FPLS)</p>	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
<p>Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</p> <p>The program trained me to understand:</p> <ul style="list-style-type: none"> • how to create and maintain a safe, respectful, inclusive, success oriented, and student-centered learning environment where all students are seen as an asset where differences among students are valued and supported; • how to help faculty work to minimize and/or eliminate achievement gaps 			100%	
(c) Domain 3: Organizational Leadership				
<p>Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</p> <p>The program trained me to understand:</p> <ul style="list-style-type: none"> • how to critically analyze decisions that impact the quality of student learning and teacher proficiency where problems and solutions are reached through research-based problem solving techniques and given top priority; • how to encourage collaborative decision making to critically evaluate decisions 			100%	
<p>Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.</p>			100%	

The program trained me to understand: <ul style="list-style-type: none"> • how to identify and cultivate emerging leaders; • how to provide evidence of entrustment in subordinate colleagues; • how to promote teacher-leadership functions focused on instructional proficiency and student learning; • how to develop sustainable and supportive relationships between all members of the school community. 				
Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.			14%	86%
The program trained me to understand: <ul style="list-style-type: none"> • how to organize time, tasks and projects effectively with clear objectives, coherent plans and appropriate deadlines for myself and the entire organization; • how to promote collegial efforts in school improvement and faculty development. 				
Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.				100%
The program trained me to understand: <ul style="list-style-type: none"> • how to be highly visible and actively listen to, learn from, and communicate (in a variety of modalities) high expectations to members of the school community while appropriately recognizing individuals for effective performance. 				
Please rate your professional preparation in the area of the Florida Principal leadership Standards (FPLS)	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
(d) Domain 4: Professional and Ethical Behavior				
Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.				100%
The program trained me to understand: <ul style="list-style-type: none"> • the importance of adhering to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.; • how to focus on the school vision and react constructively to the barriers to success that include disagreement and dissent with leadership; • how to commit to the success of all students, • how to willingly admit to making mistakes and learning from them • how to improve in specific performance areas based on previous evaluations and formative feedback. 				

Category Four: Clinical Field Experiences

Directions: Please indicate your judgment of the effectiveness of your various clinical field experiences at The University of Tampa by marking a check in the appropriate cell using the following key:

- 1 – Ineffective
- 2 – Not Very Effective
- 3 – Effective
- 4 – Very Effective

Clinical Field Experiences	Ineffective	Not Very Effective	Effective	Very Effective
Considering all embedded internship field experiences required in the program (summer, fall, and spring), how would you rate your opportunities to participate in a variety of leadership related tasks?				100%

Throughout your clinical field experiences, do you feel the expectations shared by the Department of Education faculty regarding field assignments were useful?				100%
How would you rate the effectiveness of the hybrid seminar in EDL 606 Educational Leadership Internship?			14%	86%
Overall, how would you rate the effectiveness of all of your field experiences as you progressed through the Educational Leadership M.Ed. Program at UT?				100%

Category Five: General

Directions: Please answer the following questions to the best of your ability, and again, thank you for your input.

- How would you rate the overall Educational Leadership preparation you received at The University of Tampa?

Ineffective:_____ Not Very Effective:_____ Effective:_____ Very Effective:____100%____
- What do you believe to be the most valuable or useful aspect of your preparation?
 1. The opportunity to discuss, collaborate, and problem solve not just with the cohort but with faculty as they are IN the field as well.
 2. I am very thankful that I chose this program to receive my Masters in Educational Leadership. This program has helped to grow as a leader not only in confirming what I already know, but also in what I want to continue to improve upon.
 3. Instructors that were principals in the county
 4. Thank you to all in the Ed. Leadership Dept, we have learned so much from your high level of expertise and I feel extremely prepared to enter the administrative field.
 5. All the hands-on experiences the internship and Ed leadership courses provided.
 6. Overall, I had a great experience at the University of Tampa. I feel the small class sizes, hands on experiences, and knowledge base of the professors prepared me very well for the FELE.
 7. The manner in which the assignments are applicable to job responsibilities.
 8. I believe that most valuable aspect of my preparation was the internship opportunity. The built in internship allowed me to get in the moment experiences that aligned with the courses I was taking. The most beneficial was the Educational Leadership course. An area of focus for me is learning how to become an instructional coach. This course coupled with my internship experience allowed me to engage with observation rubric and have real time practice as a future administrator.
 9. Professors using real experiences as examples of course content was very valuable.
 10. My experience as an Ed. Leadership student was wonderful. The experiences shared by both cohorts and instructors were good teaching points and offered different ways to problem solve. The program also helped develop relationships which will now be professional contacts. The overall experience was a wonderful learning opportunity and professional preparation.
- Is there a program area you feel needs to be changed or improved?
None reported.
- Is there any area(s) of teaching that was not addressed in your preparation program? If so, specify components that would be appropriate.
None reported.

Educational Leadership Completer Satisfaction Survey 2019-2020

The purpose of this survey is to collect input from program completers to assist the Education Department in program improvement and revision efforts. Your input is valued. Thank you.

Category One: Personal Information

Graduation Date: Fall 2018 – Spring 2019

Please indicate your main administrative assignment:

2 Elementary School

1 Middle School

1 Teacher, High School Science

Category Two: Educational Leadership Program

Directions: The Department of Education is trying to measure the degree to which you think you are able to demonstrate knowledge of each standard. There are nine standards (one and two are combined) with expert ranked behaviors you could demonstrate to show knowledge of the associated standard. Please rate the perception of your ability to perform each of the behaviors. Use the following scale:

1= very limited ability to demonstrate

2= limited ability to demonstrate

3= able to demonstrate

4= very able to demonstrate

Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals. The program trained me to understand that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula as evidenced by the student performance and growth on statewide/district assessments.

1 2 3(33.3%) 4 (66.7)

Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The program trained me to understand: • that faculty and staff need to work as a system focused on student learning; • how a positive, supportive school climate is attained and maintained; • how to ensure high expectations for learning growth by all students is promoted; • how to engage faculty and staff are in efforts to close learning performance gaps among student subgroups within the school.

1 2 3 (16.7%) 4 (83.3%)

Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The program trained me to understand: • how to ensure the FEAPs/district curricula are implemented in a rigorous and culturally relevant manner. • where data based on appropriate assessments are discussed, analyzed, and used for instructional planning and improvement.

1 2 3 (50%) 4 (50%)

Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The program trained me to understand: • how to generate a focus on student and professional learning that is linked to the system-wide strategic objectives and the school improvement plan; • how to employ faculty with the instructional proficiencies needed for the school population; • how to evaluate, monitor, and identify faculty instructional proficiency need; • how to implement appropriate professional development.

1 2 3 (33.3%) 4 (66.7%)

Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The program trained me to understand: • how to create and maintain a safe, respectful, inclusive, success oriented, and student-centered learning environment where all students are seen as an asset where differences among students are valued and supported; • how to help faculty work to minimize and/or eliminate achievement gaps.

1 2 (16.7%) 3 (16.7%) 4 (66.7%)

Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The program trained me to understand: • how to critically analyze decisions that impact the quality of student learning and teacher proficiency where problems and solutions are reached through research-based problem solving techniques and given top priority; • how to encourage collaborative decision making to critically evaluate decisions.

1 2 3 (50%) 4 (50%)

Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization. The program trained me to understand: • how to identify and cultivate emerging leaders; • how to provide evidence of entrustment in subordinate colleagues; • how to promote teacher-leadership functions focused on instructional proficiency and student learning; • how to develop sustainable and supportive relationships between all members of the school community.

1 2 3 (33.3%) 4 (66.7%)

Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The program trained me to understand: • how to organize time, tasks and projects effectively with clear objectives, coherent plans and appropriate deadlines for myself and the entire organization; • how to promote collegial efforts in school improvement and faculty development.

1 2 3 (33.3%) 4 (66.7%)

Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students,

faculty, parents, and community. The program trained me to understand:
 • how to be highly visible and actively listen to, learn from, and communicate (in a variety of modalities) high expectations to members of the school community while appropriately recognizing individuals for effective performance.

1 2 3 (33.3%) 4 (66.7%)

Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The program trained me to understand:
 • the importance of adhering to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;
 • how to focus on the school vision and react constructively to the barriers to success that include disagreement and dissent with leadership;
 • how to commit to the success of all students,
 • how to willingly admit to making mistakes and learning from them
 • how to improve in specific performance areas based on previous evaluations and formative feedback.

1 2 3 (33.3%) 4 (66.7%)

Category Three: General

Teacher Effectiveness	Ineffective	Not Very Effective	Effective	Very Effective
Overall, how effective do you feel as an educational leader?	0	16.7%	33.3%	50%
Overall, how would you rate the administrative preparation you received at The University of Tampa?	0	0	33.3%	66.7%

Q: In retrospect, what do you believe to be the most valuable or useful aspect of your educational leadership preparation?

Answers:

- The internship and having instructors that were administrators. The insight brought by the instructors that are/have been leaders in Hillsborough county is not something that can be learned from a book, and I believe that is what sets UT apart from online M.Ed courses.
- pushing us to think outside of the school sites where we work, so we were able to look at education as a whole, not in the school bubble, so I feel ready to move sites if an opportunity arises.
- Instructional Leadership class and FELE writing prep
- The program allowed me a cohort to learn, grow, and collaborate on ideas about becoming a school based leader. Since we all had different work backgrounds, we were able to take the leadership scenarios and apply them to our own situations. Very supportive group of students all working toward a similar goal.
- UT EDU network with local schools/district
- Learning to collaboratively problem solve

Q: Was there any area of educational leadership that was not addressed in your program? If so, specify components that would have been appropriate.

- no
- I feel as thought I had the knowledge to be a leader when I graduated, but I lacked the leadership experience. Looking back, I wish I would have tried to create more teacher leader roles for myself. The internship was the most valuable part of the program. To improve the internship I would recommend teacher leader roles being added (or finding ways to create your own) as a more of a focus and to start them as soon as possible.
- N/A
- Physical demands of the job, like breaking up fights, crisis management in a real world scenario, or grief counseling to students and parents.
- School Equity/Diversity

Outcome Measures

#5 Graduation Rates

The completer graduation rate is defined as the rate at which candidates successfully complete courses to include the embedded internship and successfully pass the Florida Educational Leadership Exam (FELE) compared with the number of candidates who are admitted to the EPP after having met all application criteria.

Analysis and Results:

M.Ed. EDL candidates may take up to 7 years to complete their graduate program. The quickest a candidate can progress through the M.Ed. EDL program is 13 months, though if a candidate completes their studies as a part-time student, finishing the degree may take longer. The percentages reported in the tables below represents candidates who had completed the program (all coursework, the internships, and the FLDOE licensure exam (FELE). The overall percentage rate for the M.Ed. EDL program graduates in 2019-2020 was 60%.

Semester: Admitted in Spring/Summer 2018- Graduated in Fall 2019

Program	# Admitted into EDU Department	# Graduated	% Percentage
M.Ed. Educational Leadership (Sp '18)	4	1	25%
M.Ed. Educational Leadership (Su '18)	3	3	100%

Semester: Admitted in Fall 2018 – Graduated in Spring 2020

Program	# Admitted into EDU Department	# Graduated	% Percentage
M.Ed. Educational Leadership	16	9	56%

#6 Ability of Completers to Meet Licensing (Certification) and any Additional State Requirements

For all of the teacher licensure areas in which UT offers programs, Florida contracts with Pearson to provide licensure exams. They are offered at various times throughout the program. Candidates in the M.Ed. (Educational Leadership) program are required to pass the Florida Educational Leadership Exam (FELE). This exam also serves as a graduation requirement.

Scores are reported for the 2019-2020 academic year in the table below. For each exam, mean scores, and the passing rates for candidates are reported.

Graduate: Educational Leadership Program

M.Ed. Educational Leadership	Number of Candidates (EPP/State) Tested in FELE	State Mean	EPP Mean	% of State Passing	% of EPP Passing
Fall 2018	14 / 1966	Subtest 1 – 208.5 Subtest 2 - 207.8 Subtest 3 - 208	Subtest 1 – 204.3 Subtest 2 – 214.0 Subtest 3 – 201.5	86%	100%
Spring 2019	53 / 2332	Subtest 1 – 207.2 Subtest 2 – 206.3 Subtest 3 – 204.9	Subtest 1 – 221 Subtest 2 – 210.5 Subtest 3 – 203.4	81%	92%
Fall 2019	33 / 1852	Subtest 1 – 210.8 Subtest 2 – 203.9 Subtest 3 – 198.4	Subtest 1 – 210 Subtest 2 – 207.1 Subtest 3 – 206.4	84%	82%
Spring 2020	21 / 1509	Subtest 1 – 208.2 Subtest 2 – 208.7 Subtest 3 – 206.4	Subtest 1 – 212.8 Subtest 2 – 210 Subtest 3 – 202.3	86%	83%

#7 Ability of Completers to be Hired in Education Positions for which they have prepared
2019-2020 Program Completer Hire Data

Program/Academic Year	Number of Completers	Percent of Completers Hired in an Educational Setting	Percent Hired in Non-Educational Setting, Unknown, or Moved on to Graduate School
2019-2020 Educational Leadership	13	100%	0%

Average Salaries of UT EDL Graduates (working within Hillsborough County School District)

The typical Hillsborough County Public Schools Assistant Principal salary is \$64,525. Assistant Principal salaries at Hillsborough County Public Schools can range from \$49,206 - \$69,357. This estimate is based upon 4 Hillsborough County Public Schools Assistant Principal salary report(s) provided by employees or estimated based upon statistical methods. When factoring in bonuses and additional compensation, an Assistant Principal at Hillsborough County Public Schools can expect to make an average total pay of \$64,525.

Source: https://www.glassdoor.com/Salary/Hillsborough-County-Public-Schools-Assistant-Principal-Salaries-E131052_D_KO35,54.htm

#8 Student Loan Default Rates and Other Consumer Information

UT Loan	Default Rate
Row Labels	3 Year Official
2009	8.48%
2010	6.95%
2011	6.70%
2012	4.90%
2013	4.80%
2014	3.40%
2015	3.00%
2016	2.60%
2017	3.10%
Grand Total	4.88%

2020 - 2021 Academic Year Average UT Tuition Costs for EDL Program Students

<u>Program</u>	<u>Hours for Program Completion</u>	<u>Total Cost for Program</u>
EDL	30	\$19,650
Note: Graduate tuition rate is based on \$655 / credit hour		